The study of classroom management has 5 basic goals – the teacher:

DESCRIBE – in detail the behaviour

EXPLAIN –why the child did what they did

PREDICT –speculate what will happen in the future

CONTROL –excerpt control over the behaviour

IMPROVE- make the child’s life for more positive

As a team, select one of the scenarios below and develop a pre-referral behaviour

intervention plan.

Include:

description of the behaviour

An explanation as to the behaviour

Misbehavior that you will target

Positive Behaviors you want to Increase

Strategies to Increase Positive Behaviors

Strategies to Decrease Misbehavior.

David:

David is in your 3rd grade class. He can get very enthused about some hands-on science assignments and anything with activity, but he hates reading, writing and seat work. He is well below reading level, still working on early decoding skills. He gets along with his peers in sports and activities, but gets subtle put-downs because he can’t read. During work time, he usually gets out of his seat, walks around, stops to talk to others. Lately he has been getting defiant when you tell him to go back to his seat and start working. That gets everyone’s attention. In fact, the last several days, you have had to have him send him to the office so that you could get the class back under control. This hasn’t seemed to decrease the misbehavior.

What behaviors (positive and negative) would you work on?

What strategies would you use?

Carla:

Carla is agreeable but very talkative. She is always talking to her classmates,

interrupting their conversations, interrupting in group discussions, talking without

permission. Sometimes it seems that this is hyperactivity; other times like it is a way to control the situation and get their attention since she doesn’t seem to be very well liked. So far you have tried making her sit out during part of recess as punishment, but then she just talks to you.

What behaviors (positive and negative) would you work on?

What strategies would you use?

Brett:

Brett is a rough-and-tumble 1st grader. He is always grabbing other students and rolling on the floor with them, rough-housing. He pokes and grabs in lines, at recess, at other times. He is the youngest of five and his older brothers always play like this with him at home, according to his mother. Because Brett is bigger than the other classmates, he can get too rough; the boys all get caught up in his play, and you have to break up a lot of “fights”. He has started being more aggressive lately, with the fights more serious.

What behaviors (positive and negative) would you work on?

What strategies would you use?

Tanya:

Tanya is a 5th grader who does her work and is academically on par. She has a group of 2-3 friends who are constantly sending notes, whispering and appearing to be talking about other children. Tanya seems to be the ringleader, very subtly ridiculing or ostracizing other girls one at a time.

What behaviors (positive and negative) would you work on?

What strategies would you use?

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